

“A Helpful Introduction to the CG Performance Review”

The following information and examples provided on each CGP Standard have been compiled and reviewed by Utah Counselors from Davis, Jordan, Alpine, and Provo School Districts. The new CGP Performance Review is part of a similar process that Comprehensive Guidance Programs within schools have been taking part in for years. However, this revised review process with indicator ratings is now required for all schools beginning with the 2003-04 school year. Schools will still go through a Site Review, but should now demonstrate through documentation and evidence that their level of performance is indicated either 0 through 4 on the 12 different CG Standards. A level 3 is considered an example of a fully functioning CG Program. Each of the different levels are indicated as such:

Indicators:

0 – No evidence of development or implementation

1 – Low level of development and implementation

2 – Limited development and/or partial implementation

3 – Fully functioning and operational level of implementation

4 – Exemplary level of development and implementation

Each of the different standards, as defined in the Performance Review Form, are included in either System Support (Standards I – VII) or Direct Services (Standard VIII – XII). With this new review process a school program must have prepared the following three items in order to have a successful review: 1) A completed self-evaluation of the CGP with copies of the self-evaluation for every member of the review team, 2) A program manual, which is a brief written response to each of the twelve standards (see the description in the Performance Evaluation Form. And 3) documentation that the program as described in the manual is being implemented. For more specific information about the review process and general formats, refer to the new 2003 CGP Performance Review “Connecting Program Improvement and Student Learning.”

Key to moving your Comprehensive Guidance Program forward is to know, understand, and become actively involved in your local school’s Northwest Accreditation process and school improvement or action plan. To receive a level 4 on many of the standards, it requires having documentation or evidence of integration between a school’s CG Program, DRSLs (Desired Results for Student Learning – Accreditation), and annual School Improvement Plan. Ideally, a school’s CG Performance Review will be timed in conjunction with a school’s Accreditation Review Year. These two processes can be mutually beneficial.